





**Grade 3 Math: Weeks 1 – 6 August 22- September 28  
2012-2013**

Standards	*	Lessons	Teacher Notes
<b>Standards with Red Keys are priority standards.</b>			
 <b>3.OA.8 – Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</b>  <b>Learning Targets:</b> I can solve two-step word problems using addition and subtraction. I can use equations with a letter representing the unknown quantity. I can check my answers to word problems using mental math and estimation to see if it is reasonable.	★	<p><i>To address the KCAS Standards, the following should be included in instruction:</i></p> <p><b>Math Investigations</b>            Unit 8            •1.1 – 1.5, 2.1 – 2.5, 3.1 – 3.9            Unit 2            •1.1 - 1.8, 2.1, 2.2, 2.3A            Unit 4            •3.3, 3.4</p> <p>•Classroom Routine:            ✓ <i>Practicing Place Value</i>            ✓ <i>More or Less?</i>            •Ten Minute Math:            ✓ <i>What Time Is It?</i></p>	<p><b>KCAS Note: 3.OA.8</b> - This standard will be met in Investigations Unit 3 Gap Lessons.</p>
 <b>3.NBT.1 Use place value understanding to round whole numbers to the nearest 10 or 100.</b>  <b>Learning Target:</b> I can use what I know about place value to round a whole number to the nearest 10 or 100.	★ 	<p><b>Gap Lessons: Click on the links below.</b>  <a href="#">Number Mats A</a>  <a href="#">Number Mats B</a> (3.NBT.1, 3.NBT.2)</p> <p><a href="#">Round to the Nearest 10 (3.NBT.1)</a>  <a href="#">Round to the Nearest 100 (3.NBT.1)</a></p> <p><b>Vocabulary</b>            reasonableness, operations, estimation, addition, subtraction, sum, difference, strategies, patterns, place value, properties, round, addend, mental computation, time, time intervals, minute, hour, elapsed time, number line scale, scaled picture graph, scaled bar graph, line plot, data, length, inch centimeter, horizontal (scale)</p> <p><a href="http://www.amathsdictionaryforkids.com">www.amathsdictionaryforkids.com</a></p>	<p><b>KCAS Note: NBT.1</b> - When using Investigations Classroom Routine <i>More or Less?</i>, includes rounding to 10 and 100.</p> <p><b>KCAS Note: 3.NBT.1-</b> Use the Number Mats A and B located in 3rd Grade folder on JCPS Online.</p>
 <b>3.NBT.2 - Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.</b>  <b>Learning Target:</b> I can fluently add and subtract within 1000 using my strategies.	★	<p>reasonableness, operations, estimation, addition, subtraction, sum, difference, strategies, patterns, place value, properties, round, addend, mental computation, time, time intervals, minute, hour, elapsed time, number line scale, scaled picture graph, scaled bar graph, line plot, data, length, inch centimeter, horizontal (scale)</p> <p><a href="http://www.amathsdictionaryforkids.com">www.amathsdictionaryforkids.com</a></p>	<p><b>KCAS Note: 3.NBT.2</b> - Use the Number Mats A and B located in 3rd Grade folder on JCPS Online.</p>

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		<table><tr><th colspan="2">Formative Assessment Opportunities</th></tr><tr><td>3.OA.8</td><td></td></tr><tr><td>3.NBT.1</td><td></td></tr><tr><td>3.NBT.2</td><td></td></tr><tr><td>3.MD.1</td><td></td></tr><tr><td>3.MD.3</td><td></td></tr><tr><td>3.G.1</td><td></td></tr></table>	Formative Assessment Opportunities		3.OA.8		3.NBT.1		3.NBT.2		3.MD.1		3.MD.3		3.G.1		
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<p><b>3.MD.1 – Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.</b></p> <p><b>Learning Target:</b></p> <ul style="list-style-type: none"><li>• I can tell and write time to the nearest minute.</li><li>• I can measure time intervals in minutes.</li></ul>	<div>★</div> <div>▶</div>																
<p><b>3.MD.3 – Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</b></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"><li>• I can draw a bar graph to represent data using a scale.</li><li>• I can draw a picture graph to represent data using a scale.</li><li>• I can analyze a bar graph to solve one- and two-step problems asking “how many more/less?”</li></ul>	<div>★</div> <div>▶</div>																
<p><b>3.G.1 – Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.</b></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"><li>• I can identify shared attributes of shapes that are in different categories.</li><li>• I can group shapes with shared attributes to define a larger category.</li><li>• I can identify rhombuses, rectangles, and squares as quadrilaterals and draw examples of quadrilaterals that do not fit these categories.</li></ul>	<div>★</div> <div>▶</div>																